



www.lacorop.com

Los Angeles County Regional Occupational Program (LACOROP) is a collaborative of the Los Angeles County Office of Education and member districts to deliver quality career preparation.



Spring New Teacher Inservice

Session 1
Nuts and Bolts of ROP
February 8, 2005

Session 2
Planning for Success
February 16, 2005

Session 3
Teaching For Success
February 24, 2005

Session 4
Employability, Career Essentials, CC/CVE
March 4, 2005
RSVP 562-922-6601

Focus On Learning

A Curriculum Hotsheet

December 2004

Curriculum Goals for 2004 — 2005

Did you know that every year since 2000, the ROP sets goals for improvement in many areas of operation? It's called our Strategic Action Plan and is posted on the lacorop.org website. Each area is called an Initiative and the second Initiative is dedicated to Curriculum & Instruction. By the end of this school year, each year's plan will be posted on the website including the year end achievement. It's your way of knowing that student achievement is the most important goal for everyone affiliated with the LA County ROP. Here are this year's goals:

- Consultants will support the Career Essentials instruction by ensuring that all teachers have a Career Essentials CD and Job Finder's Guide with order form.
- Consultants will disseminate the Career-

Technical Education Foundation, cluster, and pathway standards to each teacher in their subject area.

- Consultants will update teachers on current events relating to the academic content standards (NCLB, legislation etc.)
- Consultants will reinforce and provide support of the ESLRs to ROP teachers via strategies such as those posted on the lacorop.org website.
- ROP teachers will have the opportunity to learn or upgrade their computer skills through Office Suite Workshops (online).

The final draft of the Career Essentials has been reviewed. After the final edits were made, the document was placed on a CD for distribution in January.

You should have received a copy of the draft standards for your occupational cluster or received a communication to review the standards on the

website for your input. This issue of FOL also represents the second update to current legislation relevant to ROPs. Consultants will be discussing the ESLRs with you at the annual subject specific workshop and when they visit your class.

Many of you also participated in the ESLR review at the WASC Kick-Off Event. Remember to check the website – there is great information regarding the ESLRs for you to incorporate in your classroom. Lastly, sign-ups are still going on to take the online courses in Office Suite – take advantage of this free opportunity.

As you can see the curriculum staff has already addressed each of the goals set forth for the 2004 -05 year – make sure you are a part of it!

WASC KICK-OFF EVENT LAUNCHES ROP REVIEW PROCESS

One hundred and sixty-four LA County ROP members attended the WASC Kick-Off Event: *Celebrating 30 Years of Student Success*. Participants chose between 30 workshops featuring the latest in educational research, emerging trends, and best practices. The event was also the

official start of the ROP Strategic Review & Planning Process for accreditation in the spring of 2006.

Accreditation means that ROP meets high quality standards. High schools are accredited. That's why it's important for the LA County ROP to be accredited. The best part of accreditation is that the process that is used is strategic planning. What quality company doesn't continually review its



Rebel Harrison, on the left, (Santa Monica) and Karen Nelson (LACOROP) will serve as process coordinators.

organization, way of doing

business, and resulting products? LA County ROP needs to periodically, every 6 years, take time to review how well we are doing and set a direction for continuing improvement – all to support student achievement.

During the next 18 months, we will embark on a process that answers two basic questions:

- are students achieving the

Continued on page 8

Trade and Industry Tidbits By Linda Matzek



The 76th annual state conference will be held at San Jose State University, San Jose, Thursday through Saturday, March 31 – April 2, 2005. CITEA and the Trade and Industry professional organizations are using their resources to provide you with the very best inservice education.

The conference will open with a general session on Thursday. Following the general session will be seminars which will include general interest, technology, and subject specific updates. The exhibitors will offer the latest in technology and provide information relative to the needs of teachers in industrial and technology education. Instructors will have several opportunities to visit the exhibitors' booths.

Don't miss this conference! Mark your calendar! You will receive registration materials in January 2005.

WESTEC Student Summit

The WESTEC Advanced Productivity Exposition Student Summit will be held at the Los Angeles Convention Center on Thursday, April 7, 2005. This special event provides high school students an opportunity to tour the Society of Manufacturing Engineer (SME) manufacturing technology trade show, interact with industry leaders, view the latest in industry and manufacturing technology, and see first-hand demonstrations. Save this date! You will receive registration materials after the 1st of the year. Call **Linda Matzek** at 562-922-6745 for additional information.

Trade and Industry Mega Advisory Meeting
Mega Advisory Meeting is

planned for Wednesday, January 19, 2005 at the Los Angeles County Office of Education, Clark Building from 9:30 am to 1:00 pm. The advisory meeting will start with a general overview of the Los Angeles County Regional Occupational Program followed by break out sessions:

- Construction Technology
- Electronics/A+
- Cisco
- Robotics
- Graphic Communications
- Drafting Technology/CAD

Assistance is needed in identifying community members for this Mega Advisory Meeting. Before you submit a name, confirm the member's willingness to participate at the Mega Advisory Meeting. Just think if we all contribute at least two names in your subject specific area, what great input we would have at the meeting! Email the community members' information to matzek_linda@lacoedu.edu.

Web Site Design Contest Toshiba/National Science Teachers Association (NSTA) ExploraVision Competition

ExploraVision is a competition for students in grades K-12. The purpose is to encourage students to combine their imaginations with the tools of science to create and explore a vision of a future technology. Students work in teams of two, three, or four along with a coach and an optional mentor. Each team selects a technology that is present in the home, school, and/or community or any other technology relevant to their lives. The team will explore what the technology does, how it works, and how, when, and why it was invented. The students must then project into the future what that technology could be like 20 years from now. The last step of the competition,

students will convey their vision to others through both a written description and five graphics simulating Web pages.

There are four entry categories and each category will be judged separately, based on the abilities of students in those grades:

- Primary Level (Grades K-3)
- Upper Elementary Level (Grades 4-6)
- Middle Level (Grades 7-9)
- High School Level (Grades 10-12)

ExploraVision entries are due at the NSTA headquarters by February 1, 2005. A judging committee will select 24 teams (six teams in each category). The 24 winning teams will receive a Toshiba laptop computer with modem and Web site design software. The 24 teams will create a Web site for their future technology using their original entry as a guide. Web sites are due in April and a national judging committee will review original entries and actual Web sites and select eight finalist teams (one first and second place finalist in each category). The following prizes will be awarded to the eight finalist team members:

- First Place – U.S. EE Saving Bond worth \$10,000 at maturity
- Second Place – U.S. EE Saving Bond worth \$5,000 at maturity

The finalist team members and their parents/guardians along with the coaches and mentors will receive a trip to Washington D.C., in June, to attend the award ceremony. For complete details and entry information, visit www.exploravision.org.

SkillsUSA

Congratulations to the LACOROP Districts 2004 SkillsUSA National and State Leadership and Skills Medalists!
Job Skills Demo A – Bronze Luis Gonzales—Bell Gardens HS—Montebello

Desktop Publishing – Silver Justin Nguyen—Mark Keppel HS—Alhambra

Electronics – Silver Ray Phan—Montebello HS—Montebello

Job Skill Demo A – Gold Luis Gonzales—Bell Gardens HS—Montebello

Opening and Closing Ceremonies – Silver

Alex Ho—Mark Keppel HS—Alhambra

Kien Lieu—Mark Keppel HS—Alhambra

Yiyun (Lillian) Liu—Mark Keppel HS—Alhambra

Yueling (Jennifer) Liu—Mark Keppel HS—Alhambra

Justin Nguyen—Mark Keppel HS—Alhambra

Jackie Wang—Mark Keppel HS—Alhambra

Brian Wu—Mark Keppel HS—Alhambra

Photography – Gold Kevin Ham—Monrovia HS—Monrovia

Quiz Bowl – Bronze Jose Delapena—Mark Keppel HS—Alhambra

Wai son (Wilson) Ko—Mark Keppel HS—Alhambra

James Shien—Mark Keppel HS—Alhambra

Jason Wan—Mark Keppel HS—Alhambra

Jackie Wang—Mark Keppel HS—Alhambra

Television (Video) Production – Silver

Stephanie Horak—Monrovia HS—Monrovia

Ryan Theimer—Monrovia HS—Monrovia

Welding – Silver Richard Quesenberry—Bell Gardens HS—Montebello

Web Sites for Trade and Industry

Construction – ConstructMyFuture.com
Electrical – www.constructionjobs.com
Engineering – www.njatc.org
Engineering – www.engineeredu.com (sign up for free newsletter)

The Pulse of Health and Other Issues

By Karin Reynoso

Summary of 2003-2004 Los Angeles County ROP Health and Human Services Curriculum changes: For all Health and Human Services classes:

- HIPAA added to all curriculum (Resources for HIPAA information for students: contact your On-the-Job training sites for information that they give to their employees, www.cms.hhs.gov/ -- Centers for Medicare and Medicaid Services has an informative site and an online question and answer area)
- Career Essentials was decreased to 12 hours
- Additionally EMT -1 and First Responder have added: Weapons of Mass Destruction content to the Scene Safety Unit

Attention all Health Careers Classes and District Representatives That Use Hospitals for Clinical (OJT) Training:

Joint Commission on Accreditation of Healthcare Organizations (JCAHO) has a new requirement for "criminal background checks for staff, students and volunteers who work in the same capacity as staff who provide care, treatment, and services when required by state law and regulation and organizational policy". This means that if state law, regulations or hospital policy requires background checks on all employees, volunteers and students, JCAHO expects them to be done on all three categories. There is some question as to whether California has any laws or regulations that require fingerprinting at this time. Many hospitals in our area do require fingerprinting through their organizational policy, so you may be asked to have your students fingerprinted prior to clinical training. If you have had this request please contact me

Reynoso_Karin@lacoce.edu.

For more information go to: http://www.jcaho.org/accredited+organizations/hospitals/standards/hospital+faqs/manage+human+res/planning/background_checks.htm

Cell Phone Recycling Fundraiser

Looking for an educational fundraiser? An EcoPhones Cell Phone Recycling Fundraiser allows your students to learn about recycling, care for their environment, and address fundraising needs all at the same time. Simply collect used cell phones from the more than 100 million throughout the United States. EcoPhones will pay your organization \$3 for each digital cell phone remitted. Upon registering, you will receive the following items:

- A proven step-by-step guide to a successful cell phone recycling fundraiser
- Cell phone collection bags for parent donations
- Neighborhood door-hanger collection bags
- A customizable letter template for distribution to prospective donors
- Tax deduction receipt forms (donor incentive)
- Color posters to promote school awareness
- Prepaid shipping labels to remit collected phones

More than 3,000 schools and faith-based organizations nationwide rely on EcoPhones for their fundraising needs. To learn more, visit: www.ecophones.com.

Kid Tech: Calling Young Webmasters!

Parents and teachers, December 6 is the deadline this year for Web developers 18 and under to compete for a place at the prestigious,

international [Cable & Wireless Childnet Academy](#) in Jamaica next spring. To qualify, they must be a key person in the development of a site that benefits other young people or have a great idea for the "New to the Net" category which they'd like to develop further. Prizes: A place at the Cable & Wireless Childnet Academy, 3/26-4/1; a grant from the project development fund totaling \$50,000+; an all-expenses-paid trip for two to Jamaica (must be accompanied by an adult); and follow-up Web support from Childnet and the Academy's mentors and trainers.

One of the biggest rewards is the chance to work shoulder-to-shoulder with peers from all over the world for a whole week. Winners usually represent nearly every continent.

For more information, click to ChildnetAcademy.org.

Schools Use Software to Help Stop Plagiarism

In addition to adopting honor codes to guide students' choices, many Washington, D.C. area schools have installed software that matches the work of students against millions of Websites, academic journals, and even other term papers to ensure that plagiarism is identified. In addition to handing in a paper copy of their work to teachers, students log in to the service—known as Turnitin—and submit their work in electronic form. Turnitin scans the assignment to ensure that no more than eight consecutive words match any work already in its database. Every paper that is submitted then becomes part of the database to decrease the likelihood that papers will be passed on to friends or siblings.

George Mason High purchased

Turnitin, owned by Oakland, California-based iParadigms, as part of a school-wide effort to reduce incidents of cheating, plagiarism, and dishonesty. In 2002 the school also adopted an honor code that asked students to add the following phrase to all work submitted: "On my honor, I have neither given nor received any unauthorized aid on this assignment." Such strategies help ethics become an everyday part of students' lives.

The software costs about 60 cents per student, so a high school of 1,000 students would pay a \$600 annual fee. There are discounts for larger schools and entire districts that purchase the software.

—Excerpts from "Schools Turn to Software to Help Stop Plagiarism," by S. Mitra Kalita, The Washington Post, April 15, 2004. www.washingtonpost.com/wp-dyn/articles/A10170-2004Apr14.html.

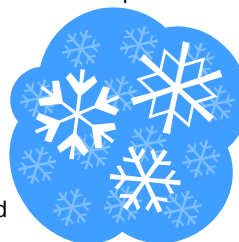
Teachers and Internet Plagiarism

"Need a paper on the Cuban Missile Crisis? Done, for \$10 a page. Want it custom made? Add another \$5 per page. Just go to sleep, and it'll be in your in-box by morning," reports the Christian Science Monitor, March 2, 2004.

(www.csmonitor.com/2004/0302/p12s01-legn.html).

One clever, low-tech way teachers are combating such tactics is this: On the due date, right after papers have been turned in, students are asked to write a few paragraphs on the subject of their paper. This way, the teacher can see if students have actually thought the subject through and can compare the writing styles of the summary and the paper that was handed in.

—Printed with permission of Anne Collier, Editor, SafeKids/Net Family Newsletter, www.netfamilynews.org.



No Child Left Behind and Paraprofessional Training

By Debra Mustain

The No Child Left Behind Act of 2001 requires local education agencies who receive Title 1 funds to hire educational paraprofessionals who meet the following educational requirements:

- Completion of two years of study, or 48 semester units, in higher education, or obtain an associate's degree or higher. This coursework is not in a mandated subject area, but local districts vary in the coursework that they will accept to meet the requirement. It is generally expected that paraprofessionals will have coursework related to the areas of reading, writing and math. The other option is to be able to meet a rigorous standard

of quality and be able to demonstrate the ability to assist in instructing reading, writing and math through formal state or local assessment.

- Paraprofessionals must have earned a high school diploma or its recognized equivalent. California is not planning, at this writing, to develop or select a statewide assessment, but is leaving the assessment of competency to local education agencies.

If a paraprofessional is NOT employed in a Title 1 funded program, or in a school identified as a Title 1 school, the requirements for NCLB do not apply.

Paraprofessionals cannot be "grandfathered" in based on hire before the act went into effect. Paraprofessionals hired before January 8, 2002, can show that they previously demonstrated, through a local assessment, knowledge of, and the ability to assist in instructing reading, writing and math.

The overall key to the requirement for paraprofessionals is the "assistance in instruction in an academic area".

Paraprofessionals who are working in Title 1 schools or programs with severely handicapped students,

focusing on life skills, for example, would not need to be NCLB compliant as life skills are not under the core academic requirements. High school or AVID tutors in PAID positions who are assisting in academic instruction would be subject to the NCLB requirements. Library and media aides who perform clerical or technical support are also not subject to NCLB requirements.

Additional information about NCLB and its impact on Paraprofessionals can be found on the California Department of Education website at www.cde.ca.gov/nclb/sr/tq/parafaq.asp

Fun Websites for Home Economics Occupations



Check out these sites for fun and interesting opportunities for you and your

students:

www.nraef.org The National Restaurant Association website contains a great deal of information for culinary arts and food service management instructors. The site lists scholarship opportunities for students, and also for instructors to participate in NRAEF Summer Institutes or to gain industry experience first-hand by working as a full-time restaurant and food service employee.

Educator scholarships are \$1500 each, and are awarded on a competitive basis to qualified applicants who are selected by a judging panel of educators and industry leaders. Deadline for entry is March 4, 2005.

www.hersheysyrup.com Hershey's Syrup is sponsoring a "Make it Fun" kid's recipe contest. Students must be 18 or younger as of 9/1/04 to participate. Entries are judged in six categories, and the grand prize is a Play Station and

savings bond. This is a fun opportunity for students who like to invent recipes at home.

Free copy of CHEF EDUCATOR TODAY: If you are interested in receiving a free copy of this publication, submit your request in writing with a business card or on school stationery to: CHEF EDUCATOR TODAY MAGAZINE, 20 W. Kinzie, 12th floor, Chicago, Illinois 60610.

Discount on NATIONAL RESTAURANT NEWS available: We have been given a discount rate of \$25 for a full-year subscription (50 issues). If you are interested in subscribing, please email me at Mustain_Debra@lacoee.edu and I will forward you the discounted subscription form.

10% discount at Albertsons.com: I have been working with the corporate marketing department for Albertsons.com, and we have secured a discount for ordering online and having goods delivered directly to your schools. Your district would need to set up an account for you. Please contact me if you are interested in exploring this

option. It could be a great time-saver for those of you spending hours shopping for foods labs!

www.womenchefs.org This website includes a link for scholarship opportunities for educators to participate in a wide variety of training experiences at restaurants, schools and wineries nationally and internationally. Applications for the 2005 scholarship program are expected to be online sometime in January.

Club ED: The California Teachers Association has materials available for any CTA member to develop a "future teachers" club.

Materials for Club ED are available through the CTA website at www.cta.org/InsideCTA/TrainingHR/ClubED.htm

TEACH California is a site which presents students with information and games designed to educate them about career possibilities in education. Information is included on post-secondary education opportunities, types of careers in education, job market projections and

work environment for educators. Visit the site at <http://207.166/53/39/>

www.startsomethingtarget.com has information and free teaching materials for teachers working with Careers in Teaching, Instructional Aide and Child Care Occupations courses. The Start Something curriculum can be used with students aged 8-17, and is designed to assist them with evaluating future careers, setting goals, understanding the importance of education, and giving back to their communities. Visit the site to order a set of free teaching materials and resources.

www.candyusa.org is a great site for teachers in all programs! It offers recipes, quizzes, games and activities in a fun format for students to learn about one of their favorite topics—candy. Sample activities on the site include a listing of "candy holidays", cooking with candy, and candy craft ideas.

Business Talk By Rebecca Seher

Fall is upon us once again. School has been in session for some weeks now and everyone is back into a routine. On October 15th and 16th, the Office Occupations and Computer Application teachers attended their Subject Specific Workshop at Mayfair High School. **Carolyn Redmond** hosted the event. Everyone enjoyed **Carolyn's** classroom, the vendors, and networking with teachers. Teachers received a notebook full of IC3 and Microsoft lesson plans that have been matched to the Career Technical and Academic Standards, ESLRs, and All Aspects of the Industry. In addition to the matched standards, the standards have been unwrapped to assist teachers in explaining what the standards mean for students, parents, and business and industry. Included in the notebook are the course outline modules for IC3 and Microsoft Office – Word Core Certifications. Teachers received information on the new Career Technical Education standards and how to write lesson plans to support their classroom instruction. They had an opportunity to unwrap standards and to create assessments using standards. If you're not able to attend this workshop and want to have the notebook, please call me to arrange training on the



notebook. On Saturday, teachers had an opportunity to receive training the IC3 and to take certifications tests. Three teachers tested successfully on all three IC3 certification tests (Computer Fundamentals, Computer Applications, and Living Online) and received certificates for each test. They are **Fara Boushnak**, Pasadena District; **Liana Gunakan**, Alhambra District; and **Shauna Royston**, Beverly Hills District. Congratulations to all who attended and passed the tests. I want to thank **Carolyn** for being such a gracious host and also thank **Jeanette Johnson**, Bellflower Steering Committee Representative and **Becky Garcia**, ROP Technician, for assisting with the arrangements and making the event possible for our teachers.

All teachers and staff will have a new opportunity to receive online training in the areas of Microsoft Office Suite. In addition to Microsoft Office Suite, IC3, Multimedia and various certification training courses will be available. Professional development hours will be available when the training has been successfully completed. To sign up or to find out more information, call me or **Rose Clark** at 562-922-6714 or email me at Seher_Rebecca@lacoedu.edu.

Steps in Building the Rubric with Students

Once you have identified the standards for your lesson, the next step is to create a rubric. One strategy is to have the students assist with the development of their own assessment/rubric. Here are the steps that are typically taken when developing rubrics for student assessment.

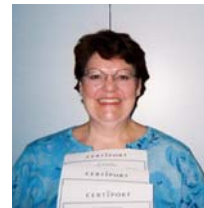
- Explain and clarify the performance task and how it matches the focus questions developed from the standards.
- Show sample student projects from prior years if they are available.
- Explain the benefits of a task-specific rubric.
- Show a prior year's rubric if it is available.
- Begin writing the rubric.
- Elicit student suggestions for quality and content descriptors.
- Ensure that students understand the rubric language by preparing students with necessary vocabulary and concepts.
- Record student responses, and facilitate classroom consensus of rubric terms. Clarify any questions students have on the rubric process.

Follow the process for each rubric score point from in progress to excellent. Review, revise, and edit the final rubric. Publish the rubric to all participants including students, parents, and staff. In order to build rubrics with

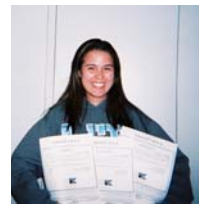
students, teachers need to first build students' confidence so they feel comfortable working as a team and contributing to their own learning process. To find out more about rubrics, contact me at **Seher_Rebecca** @lacoedu.edu.

Enjoy the fall and the upcoming holiday season. Be sure to call me if you have any questions or concerns.

Below are the teachers who successfully passed the IC3 tests:



Farah Boushnak



Shauna Royston



Liana Gunakan

Great Things Are Happening!

Teresa Williamson, Business Teacher, at El Monte High School has been awarded a \$15,000.00 Demonstration Grant. She has partnered with academic teachers and the community college to

develop a Medical Office Program that can be duplicated throughout the state. Congratulations **Teresa!**

Spotlight On Students



"Viola Swamp..", directed by **Jan Gluskin** and stage design by **Rebecca Cichy**



The Professional Acting Workshop of Gabriellino High School, who presented the play "Viola Swamp is Watching You"

Governor Schwarzenegger Proclaims October 1 as California Arts Day By DeAnne McLemore

"Arts and Culture Enhance Every Aspect of Life in California"

In order to bring a focus to the importance of arts and culture in the state, Governor Schwarzenegger has announced October 1, 2004 as "California Arts Day." Promoted by the California Arts Council, the fourth annual celebration recognizes and celebrates the critical role that arts and creativity play in the state. "The arts strengthen our economy by generating \$5.4 billion in economic activity annually, supporting more than 160,000 jobs and generating \$300 million in local and state revenue.* Exhibition and performance of the arts provide a channel for cultural tourism, community development, and economic growth. Exposure to the arts improves academic skills... and helps all California

children lead richer, fuller lives. Arts Day is an opportunity to demonstrate the critical role that arts, culture, and creativity play in our daily lives," states the Governor's proclamation. The California State Senate and various local municipalities have also issued proclamations supporting Arts & Humanities month; October is now recognized as National Arts and Humanities month. However, California has an uphill challenge to help the public understand the value of works of arts and their contribution to our daily environments. Currently, California is ranked 50th in the nation in per capita arts spending at less than three cents (2.7). The national average is \$1.10; New York spends \$2.75 per person. The budget of the California Arts Council was

slashed 97 % from \$31 million in 2000-01 to \$1 million in 2004-05. The agency's current budget is the lowest in its 28-year history. The Los Angeles County Regional Occupational Program offers *Professional Dance, Professional Actor's Training Program, Stagecraft Technology and Film & Video Production* that are all supported by the California Visual & Performing Arts Standards. The standards include what every student should be able to do or know in five strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications. A newly revised Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve was published in September 2004, which incorporates the standards and identifies key standards in each discipline. For a review of the Visual & Performing Arts Standards, you can go to www.cde.ca.gov/ci/vp/cf/.

*Statistics from California Arts Council

And Now...A Word From Our Sponsors!

Oprah Winfrey gives away to the audience of her show 276 brand new Pontiac G-Six model cars, with a sticker price of \$28,500; American Idol" has their Coca-Cola moments; while; "Reality TV" shows such as "Survivor: The Amazon," have been promoting Saturn cars and an urgent need for specific snacks and types of drinks.

In recent years, product promotion has changed from traditional television commercial advertisements. Marketing executives have opened the floodgates to embed ads such as product placements to living rooms across America.

So what is "Product Placement?" Product placement is either mentioning or using a product emblem in a program. With viewers utilizing their remotes to zap past commercials or eliminate them all together with "TIVO," product placement may be the best way for advertisers to get their message across to consumers.

It's a win-win situation for networks and advertisers. It lends product credibility and cost less than advertisements. Product placement is not a new phenomenon at all. In the 50's, product placement was everywhere in shows like "Texaco Star Theatre" and "Perry Como's Kraft Music Hall." However, network executives are cautious in determining which shows are most appropriate for product placement strategies. It's not for every show.

According to CBS President Leslie Moonves, "With the dramas and the comedies, it

Cha-Ching...Cha-Ching...Let Retail Sales Ring!!!

According to the National Retail Federation, the world's largest retail trade association, retailers are anticipating the arrival of the all-important holiday season, which accounts for nearly one-quarter (22.83%) of annual retail sales. Total holiday retail sales are projected to increase 4.5 percent over last holiday, bringing holiday spending to \$219.9 billion.

In recent months, consumer holiday spending has been "inconsistent" due to higher energy costs, rising interest rates, geographical and political threats and slower income growth. On the other

hand, the positive outlook for mortgage rates should ease consumers' concerns about their spending plans. Home improvement stores are expected to sustain an elevated sales pace bolstered by the continued strength of the housing market. There's great anticipation in the industry that home-related merchandise, consumer electronics and chic fashions should jump-start the holiday season.

Many online retailers aren't planning the internet sales, promotions, free-shipping and other events of holiday sales in the past. However, that's not going to slow down online spending as retailers expect more sale gains this

holiday season than last year.

E-tailers are predicting that in-store sales will be their bottom-line and profitability and the biggest expenditure will be "wall-mountable flat panel" televisions and other electronic gadgets. According to NRF President and CEO Tracy Mullin, Retailers know they will have their work cut out for them this holiday season, but they are up to the challenge. Despite economic and geopolitical concerns, consumers continue to set aside money for what is most important to them." Shoppers will be seeking great gifts at great values...so let the spending begin!



C & I Collage...Workshops, Trainings and Other Fun Stuff



Home Economics teachers participate in the Pro Start Training conducted at LACOE on August 18, 2004.



EMT First Responder and Hospital Occupations instructors attend the Pre-Hospital Care Inservice held August, 2004.



Office Occupations and Computer Application teachers receiving IC3 training last October 16, 2004. Bellflower USD hosted this event.

WASC Kick-Off Event October 1, 2004



Dr. Nancy Sidhu, Vice-President of the LA County Economics Development, delivers the afternoon keynote address.



Dr. Jim Charlin, Executive Director the California Council on Economics Education, speaks on how to teach economics with fun and excitement.



A light moment during one of the breakout sessions.



"Best Practices in Teaching Home Economics" conducted by Debra Mustain.



Dr. Virgil Seaman, conducting a tour of the Department of Technology at CSULA.



"Blogging," a popular breakout session conducted by Jeffrey Jolson, CEO of Jolson Media.



A lively discussion during the ESLR session.



The main session at the Golden Eagle Ballroom.



Dr. Nancy Wagner, CWD/ROP Director, welcomes the participants to the afternoon session.



Teachers signing in for the day's activities.

Question - Should Zeros Be Assigned for Missed Work?

Taken from the Center for Performance Assessment Monthly Electronic Newsletter – October 2004
Doug Reeves, author

I would like for you to apply your thinking on "zero grading" to two other issues that my office is frequently asked about:

1. Make-up work for unexcused absences—many schools, especially high schools, give zeroes for work missed for unexcused absences. State Board of Education policy simply states that schools do not have to accept work missed due to unexcused absences.
2. Consequences for persistently tardy students or students whose parents check them out early on a frequent basis, sometimes include lowered grades for work missed and not made up in a given time. The often expressed sentiment is

that we need to send a message to parents and students. That message sometimes occurs in the form of zeroes.

Answer

1. Let's go to first principles: what is the purpose of grading? I would argue it is the improvement of student achievement. If the policy you describe is leading students to say, "Now that I've received some zeroes for missed work, I will never make that mistake again and will mend my ways," then great — it's working well and you don't need to change it. But if students who have accumulated zeroes are — as I see all over the country — learning that this semester is hopeless and that the hole they have dug is so great that they can't improve things, then I would suggest that the "lesson" that teachers were teaching is hardly the

one intended. Of course, my perspective only works if we agree that the purpose of teaching and grading is the improvement of student achievement, and not the evaluation and punishment of students.

2. I agree that we need to improve student performance, including getting work done on time and showing up to school. I also agree that sometimes we need to get the attention of students in a very direct way. But the use of zeroes does not achieve that objective. A far better (and, in the mind of an adolescent, a far more jarring) message is that "if you do not meet our standards for coming to school and doing work, we're not going to let you fail, and that means that you will forfeit privileges in how you use your own time." Some schools limit student freedom on

everything from "advisory" time or other unstructured time (home room, study halls, even lunch) for any student that does not have completed homework assignments or otherwise is failing to meet standards. In other words, the "punishment" for not doing work is actually **doing** the work. Other appropriate consequences might be limited curriculum choice, up to and including the consequence of a self-contained classroom. But the least appropriate consequence is a failure and the loss of that student. When that happens, it is not just the students who are "learning a lesson" about hopelessness and failure, but also the adults in the system who learn equally destructive lessons about their role in the achievement of students.

WASC Kick-Off Event Continued from Page 1

standards established by the ROP?

- is the ROP doing everything possible to support student achievement.

This process of strategic planning, called a self-study, involves an open and honest look at ourselves and the willingness to do business differently. The result will be an *Action Plan* that needs to BE what we are about – not just another document placed on a shelf. Four categories will be examined in the process:

ORGANIZATION-how we organize and govern ourselves

CURRICULUM &

INSTRUCTION-how we teach and assess our students

SUPPORT SERVICES-how students are supported on campus

RESOURCE MANAGEMENT-

funding of our programs today and in the future.

Certain guidelines must be followed for a successful self-study:

1. Everyone needs to be involved
2. We all need to understand our purpose and what we expect of our students
3. The program will be reviewed, examined, and discussed. Evidence of

student work will be looked at for strengths and areas of growth.

4. An action plan will be developed
5. Guarantees must be put in place for implementation of the Action Plan



The theme for the self-study is "*Building on Student Achievement*". Look for correspondence with a hard hat and bricks.

A Word from Our Sponsors..

Continued from page 6

doesn't fit in as easily as it takes away from the purity. As we look to the future of network television and broadcast television, we have to look at this as another source of revenue. 'CSI' is a tougher show to have product placement on than 'Everybody Loves Raymond.' How do you do an autopsy and have a Diet Coke next to it?" So, as the world turns... consumers will continue to view subtle and not so subtle product messages from the entertainment industry.

NEW RESOURCE! ONLINE TOOL OFFERS TEACHER TRAINING

In its continuing effort to support classroom teachers, the U.S. Department of Education recently unveiled a new online tool that offers elementary and secondary school teachers on-demand professional development training for improving student achievement. The **Teacher-to-Teacher e-Learning** resource, offered free of charge, links educators to a collection of videos from the

Department's summer workshops for teachers. Available online or via satellite TV, the workshops are taught by exemplary teachers and education experts who demonstrate practical examples of successfully translating scientifically based research into classroom practice and using data to inform instruction. The sessions cover a variety of subject areas, from reading instruction to

science and mathematics, and may be taken for credit for a possible two hours of in-service work. Most of the video workshops include an overview, note-taking guide, course assessment, follow-up activities, principal's implementation checklist and additional resources. The e-Learning program is part of the Department's Teacher-to-Teacher Initiative to help educators share best practices for putting research to work in

the classroom. The initiative includes regional workshops, a national summit, roundtable discussions with teachers about the support they need to meet the academic needs of their students, a teacher toolkit, and electronic updates of useful information for teachers. To access the Web site for the Teacher-to-Teacher e-Learning tool, visit www.ed.gov/teachers/how/tools/initiative/index.html.

Signs of a Great Teacher

Portion taken from:

Signs of a Great Teacher
By [Lisa Rosenthal](#),
[GreatSchools.net Staff](#)

While it may be federal law that teachers have a bachelor's degree and pass rigorous subject area tests, these requirements alone do not make a great teacher. In his book, *Stories of the Courage to Teach*, Smith College education professor Sam Intrator quotes his father, a teacher of 30-plus years, as saying, "We need teachers who care about kids, who care about what they teach and who can connect with their students. On top of that, they need to have faith in the importance of their work."

Here are some characteristics of great teachers:

Great teachers set high expectations for all students.

They expect that all students can and will achieve in their classroom, and they don't give up on underachievers.

Great teachers have clear, written-out objectives.

Effective teachers have lesson plans that give students a clear idea of what they will be learning, what the assignments are and what the grading policy is. Assignments have learning goals and give students ample opportunity to practice new skills. The teacher is consistent in grading and returns work in a timely manner.

Great teachers are prepared and organized.

They are in their classrooms early and ready to teach. They present lessons in a clear and structured way. Their classrooms are organized in such a way as to minimize distractions.

Great teachers engage students and get them to look at issues in a variety of ways.

Effective teachers use facts as a starting point, not an end point; they ask "why" questions, look at all sides and encourage students to predict what will happen next. They ask questions frequently to make sure students are following along. They try to engage the whole class, and they

don't allow a few students to dominate the class. They keep students motivated with varied, lively approaches.

Great teachers form strong relationships with their students and show that they care about them as people.

Great teachers are warm, accessible, enthusiastic and caring. Teachers with these qualities are known to stay after school and make themselves available to students and parents who need them. They are involved in school-wide committees and activities, and they demonstrate a commitment to the school.

Great teachers are masters of their subject matter.

They exhibit expertise in the subjects they are teaching and spend time continuing to gain new knowledge in their field. They present material in an enthusiastic manner and instill a hunger in their students to learn more on their own.

Great teachers communicate frequently with parents.

They reach parents through

conferences and frequent written reports home. They don't hesitate to pick up the telephone to call a parent if they are concerned about a student.

Viola Swamp is Watching You!

...and so were ROP's Professional Acting Workshop at Gabriellino High School as they performed the classical play for children, *Miss Nelson Is Missing*. Directed by ROP Instructor, **Jan Gluskin**, with stage design by ROP Stagecraft Technology instructor, **Rebecca Cichy**, this colorful and whimsical play comes to life as students tell the story of an elementary class "scared straight" by their mean substitute teacher, "Viola Swamp."

The performances have been held in Gary E. Goddson Auditorium with the support of **Dr. Gene Murphy**, Principal of Gabriellino High School and **Rosa Valdez**, Assistant Principal.

See pictures of students on page 5

Could You Survive in Poverty?

Put a check by each item that you know how to do.

- I know which churches and sections of town have the best rummage sales.
- I know which rummage sales have "bag sales" and when.
- I know which grocery stores' garbage bins can be accessed for thrown away food.
- I know how to get someone out of jail.
- I know where food is given away and when.
- I know how to physically fight and defend myself physically.
- I know how to get a gun, even if I have a police record.
- I know how to keep my clothes from being stolen at the laundromat.
- I know how to live without a checking account.
- I know how to live without electricity, heat or phone.
- I know how to use a knife as scissors.
- I know how to apply for public assistance.
- I know how to deal with an eviction notice.
- I know where to get free medical assistance.
- I know how to get by without a car.
- I have no opportunity to visit museums or restaurants with my children.
- My family relies on free and reduced breakfast and lunches at school.
- A medical or dental problem in my family may go untreated, even if it causes discomfort or pain.



This quiz adapted from materials provided by the Illinois Center for Specialized Professional Support (ICSPS)/Special Populations Project.

Interested in learning more about students in poverty?

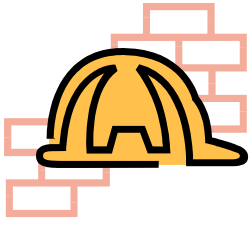
Sign up for:

"A Framework for Understanding Poverty"

Wednesday, April 13, 2005

9:00 a.m.—3:00 p.m.

Registration forms will be available in February 2005



Building on Student Achievement: Laying the Foundation

For WASC Communications and Updates

The blueprint has been received (*WASC Procedure Manual*) and training has begun. WASC Self Study Co-coordinators, **Rebel Harrison** and **Karen Nelson** are participating in training in the pilot software, *Accreditation Plus+*. A schedule of trainings will be coming out to district and Focus Group leads.

At the last Steering Committee Meeting, October 8th, the organizational structure of the Self-Study was presented. If you participated in the 2000 Self-Study Process you were one part of four regions. The 2006 process will localize all meetings and activities to the individual districts. There will still be opportunities to work with other school sites and districts but the main meetings will occur in your home district (*called Home Group*). Additional meetings will take place at the consultant subject-specific workshop and business advisory meetings. Students are encouraged to participate in the Home Groups but Student Ambassadors will also get an opportunity to provide input. If you would like a leadership role in ROP improvement, let your Steering Committee Representative know now!

The next phase of this process will be signing on to Accreditation Plus+. You will receive instructions on how to do this or your district may coordinate a process. This will be one of the vehicles to participate, provide input, and supply evidence. Due to the online process, there will be less face-to-face meetings than the 2000 process.

In addition to district Home Group meetings, teacher representatives will be needed on the Focus Groups.

If you are interested in how the ROP is organized, governed, and details on the operation, you would sign-up for the Organization Focus Group.

If you are interested in examining how our students are instructed and assessed, you would sign-up for the Curriculum & Instruction Focus Group.

If you are interested in the counseling, support, parent, and community aspect, you would sign-up for the Support Services Focus Group.

If you are interested in the ROP budget and how classes are funded, you would sign-up for the Resource Management Group.

Contact your subject area consultant to become a member of one of these groups.

Representation from all subject areas are needed on each group. *To become a member of the Focus Group, you must attend all Home Group meetings and fully participate in Accreditation Plus+*. You will be representing all teachers in your subject area on these committees – commitment and involvement are necessary for these positions.

If you want change – if you want to be a part of student achievement – get involved!



Legislative Update

High Performance High School Act

Of particular interest to CAROCP was Senator Alarcon's bill, SB 1795. As introduced, SB 1795 would have established the High Performance High School Act, which would increase the number of courses a pupil is required, effective 2010-11, that all students meet the University of California a-g requirements in order to graduate from high school. The bill would have also included a high school block grant of various categorical education programs for those high schools that commit to implementing the a-g standards as a requirement for graduation.

As a result of the concerns expressed by the members of the Senate Education Committee and education advocates, SB 1795 was amended to remove both major components of the proposal and instead would have allowed the Superintendent of Public Instruction (SPI) to appoint an advisory panel to develop a standards-based rigorous curriculum with private funding and forward the proposed curriculum to the legislature.

CAROCP expressed concerns regarding SB 1795 in its initial form – primarily over a provision to require University of California “a-g” requirements for all high school graduates. Despite early amendments that removed that specific requirement and significantly narrowed the bill, our opposition continued over the language to require additional “rigor” in high school coursework – and how they might be defined. The CAROCP organization partnered with other statewide organizations expressing these concerns. On the final day of the session, SB 1795 was held in the Legislature at the request of the author.

Your CAROCP membership supports these efforts – are you a member yet?

California Performance Review

In late February Governor Schwarzenegger created the California Performance Review (CPR).

"We cannot afford waste and fraud in any department or agency. This unprecedented action will mean a total review of government; its performance, its practices, and its costs. Together with my dedicated team of experts, we will make California the first true 21st century government in America, a government that is as innovative and dynamic as the state itself."

--Governor Arnold Schwarzenegger

This vision and determination for change has led to the creation of the California Performance Review. The initiative was previewed in Governor Schwarzenegger's budget summary and featured in his State of the State address. The ultimate goal of the California Performance Review is to restructure, reorganize and reform state government to make it more responsive to the needs of its citizens and business community. Only by demonstrating through concrete action the responsiveness of state government can the public's trust and confidence be regained.

Of particular importance to CAROCP is the CPR recommendation to restructure the role of the current Secretary for Education along with restructuring workforce preparation programs under that office. In addition, the CPR recommends that there be a greater balance of career technical education and college preparation in high schools.

The report also highlights concerns (along with CAROCP) with the current educational focus on “a-g” requirements. “Over the past several years, California's education policy has increasingly encouraged student to complete the “a-g” requirements for high school graduation. While the intent has been to improve students' education level and prepare them for higher education, this policy has serious flaws. It does not respond to the California economy and labor market, it risks increasing an already substantial dropout problem, and it ignores the fact that career technical education leads to college at least as often as the statutory high school curriculum. Career technical course can be challenging, demanding and rigorous, and effective pathway to both college and employment.”